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ABSTRACT

This report describes the work of a college-wide committee on enrollment management appointed in the spring of 1988 at Arapahoe Community College (ACC), in Colorado, to investigate causes of student attrition. Chapter 1 lists the main points considered by the committee in their research, including a definition of student persistence, the requirements of a data collection system, student and college characteristics that affect retention, characteristics of successful and unsuccessful retention projects, and possible courses of action. This chapter also briefly reviews several articles used by the committee in developing its approach. Chapter 2 provides data on ACC's early alert system, in which instructors identify high risk students early in the term and contact these students by letter or phone, while chapter 3 identifies the characteristics of these high risk students, including whether they are of monority status, in the 24 or under age group, and enrolled full-time. Chapter 4 describes a follow-up study of no-shows to identify potential problem areas in the application/admissions process; while chapter 5 presents reasons that fall 1988 students gave for withdrawing, including conflicts with work, family illness, or transportation problems. Chapter 6 contains data from a survey of electronics students, including reasons for enrolling, grades received, and factors which contributed to withdrawal or failure. Chapter 7 describes a pilot survey designed to determine why students who attended in fall 1987 did not return in spring 1988; and chapter 8 provides data on retention for the 1987-88 and 1988-89 school years, indicating percentages of returning students by gender, educational goal, ethnicity, employment status, enrollment status, and major. Finally, chapter 9 lists the enrollment management committee's seven recommendations to improve student retention during 1989-90. (JMC)

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Staying in the Picture

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Retention Program: Seeking the Answers 1988-89

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ARAPAHOE COMMUNITY COLLEGE
ENROLLMENT MANAGEMENT REPORT
JUNE 1989

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INTRODUCTION AND ACKNOWLEDGEMENTS

Spring Semester, 1988, the President appointed a special college-wide committee on enrollment management to investigate the reasons for student attrition at Arapahoe Community College and to begin to develop strategies to improve retention.

This report encompasses the activities undertaken by the Enrollment Management Committee for the 1988-89 academic year. There is a chapter devoted to each of the particular activities developed by the Committee; a general conclusion of the Committee's findings for 1988-89; and recommendations for continued retention program enhancements for 1989-90.

The Enrollment Management Committee members are listed below. Each member has made major contributions to the project.

Manfred Brancard	Dave Hunt, Chairman
Corrinne Brase	Don Ina
Don Carson	Linda Lujan
Betty Dysart	Lin Newell
Sharon Hart	Thom Sorensen
Colleen Heldt	

Extra appreciation goes to Thom Sorensen for the excellent quality of the graphs, and to Linda Lujan for producing the final copy of the report.

CHAPTER 1 - RESEARCH ON STUDENT RETENTION

CHAPTER 1 - RESEARCH ON STUDENT RETENTION

During a survey of the current literature on retention of high risk students, several factors, issues, and ideas emerged as critical focal points for the ACC project. Those points are outlined here.

Following the outline is a brief review of several articles that were especially compelling to the Enrollment Management Committee during our planning process.

KEY POINTS TO CONSIDER FOR STUDENT RETENTION PROJECT

I. **Student Persistence**

A. Student Persistence is defined in the following ways:

* Persistence to completion of degree/certificate
* Persistence to completion of course or term
* Persistence to attainment of a personal goal short of a degree or certificate

B. Student persistence can be measured by a stated goal. Based on this observation, schools need to develop a "tracking system" to determine:

* Those who declare degree/certificate -- do they complete?
* Those who select course(s)/term -- do they complete?
* Those who select based on their stated goal if not degree or certificate (e.g. personal interest, job upgrade, etc.) -- do they complete?

II. **Data Collection**

A. A Data Collection System Must Include:

* Educational goal, degree/certificate, major, intention to transfer, stated duration of stay, and/or courses intending to complete in order to satisfy goal if less than degree/certificate
* Demographics of age, gender, ethnic origin, handicapping condition(s), employment status (hours per week), educational background, address (zip code area), financial aid status, and marital status
* No-show students who apply, but do not enroll
* Students who apply/register, but drop within the add/drop period (not officially enrolled for term). Reasons for drop recorded.
* Students who withdraw after the add/drop period (officially enrolled with a "W" recorded). Reasons for withdrawal recorded.
* True undeclared majors -- long-term vs. one-term undeclareds

II. **Data Collection (continued)**

A. Data Collection System Must Include: (continued)

* ASSET test scores
* Academic load per student

B. Proposed Data Collection Strategies and Reports to be Generated:

* Percentage of non-returners from term to term (separated by student demographics/characteristics)
* Percentage of no-show students each term
* Percentage of non-completers based on educational goal (e.g., degree/certificate, personal, skills upgrade, transfer)
* Attrition reports using student goal as benchmark:
  1. degree/certificate seekers compared to those who complete
  2. non-degree seekers (transfer, skills upgrade, personal interest); courses identified as satisfying a goal compared to courses actually completed

III. **Factors Affecting Retention**

A. Characteristics of Non-Persisters/High-Risk Students:

* Low academic achievement/ability
* Limited educational aspirations
* Inadequate financial resources
* Indecisive about major/career goal
* Economically disadvantaged/financially in need
* Commuter student
* Adult student lacking self-confidence, academic skills
* Not involved one-to-one with other students, faculty, other members of college community

B. Negative Campus Characteristics:

* Inadequate academic advising
* Inadequate financial aid and/or part-time jobs
* Inadequate contact between faculty and students
* Inadequate curricular offerings
* Inadequate support services, learning centers, career planning, counseling

IV. Successful vs Unsuccessful Project Characteristics

A. A Successful Project:

* Has an active project leader with high accountability
* Has a distinct champion (other than project leader): President, Vice President, Dean
* Has a broad base of support at all levels
* Has sufficient resources: dollars and people
* Has a few, simple, manageable goals
* Has a clear and sufficient planning period
* Actively involves the student

B. An Unsuccessful Project:

* Has one or more changes in leadership
* Has no distinction between leader/champion
* Has complex goals
* Has no apparent benefits
* Has unclear strategies
* Has tight/insufficient resources
* Passively involves the student
* Has no time allocated for planning

V. Action Programs

A. Retention Programs:

* Increase faculty/staff awareness of need for retention strategies
* Use early registration to allow time for analysis of student demographics
* Develop orientations prior to and during registration
* Initiate academic advising prior to and during registration
* Advise new/continuing students to declare major at time of registration
* Provide career counseling for "undecideds"
* Provide academic support services
* Use a "needs assessment" early to focus on job needs/career orientation
* Use Early Alert system, focusing on students with high risk profiles as determined by demographic data

B. Key "Early Alert" Programs:

* Make quality of student life a campus-wide concern
* Determine **early** why students are there, what their goals are, and how are they going to accomplish those goals?

V. Action Programs (continued)

B. Key "Early Alert" Programs: (continued)

* Monitor at incremental stages how students are doing, establishing checkpoints along the way
* Identify, from data collected, those students fitting the high risk profile
* Engage high risk students in the retention program

C. Intervention Programs:

* Advise with "undeclareds" during semester to change to major/degree/certificate
* Advise with "transfers" during semester to discuss transfer programs
* Provide Advisement Center for academic/career advising and counseling during the semester
* Use Early Alert system, focusing on students with poor attendance/grades as identified by instructors
* Work with "non pay" students to identify financial aid/work study candidates
* Use peer tutors/mentors to provide additional support
* Develop academic skills course (College Survival)
* Develop and utilize an on-going monitoring system
* Identify and analyze "high risk" courses, determining what attributes contribute to their attrition rate
* Use a degree/certificate audit to inform students of their progress toward goals

Some issues/factors were noteworthy due to the innovative viewpoint of the authors. The following pages are a summary of articles which contained either a commonly held or an innovative view.

Billson, Janet Mancini and Terry, Margaret Brooks "A STUDENT RETENTION MODEL FOR HIGHER EDUCATION", College and University, Summer '87: 62: 290-305

This study determined that student involvement on campus was a significant factor to retaining students . This involved a consistent program of contacting (advising) students at points during enrollment; discussion of career choice; academic troubleshooting for students in academic distress; identification of early problems; and a strong faculty advisement training program.

Bishop, John B. "AN INITIAL ASSESSMENT OF A COUNSELING CENTER'S ROLE IN RETENTION", Journal of College Student Personnel, Summer '86: 27: 461-462

Found that 86% of students who had identifiable "retention issues" and sought counseling enrolled the next term. Also, only 3% of the students who did not re-enroll did so voluntarily.

Developed retention strategies based on the Triage Model: "A battlefield with three groups of wounded: the wounded who, regardless of what you do for them, will die; the wounded who, regardless of how much pain they are in, will live, even if you do nothing for them; and the third group of wounded who, if they receive immediate and intensive care, will survive, but if they don't they won't."

Dukes, F. and Goither, G. "A CAMPUS CLUSTER PROGRAM: EFFECTS IN PERSISTENCE AND ACADEMIC PERFORMANCE", College and University, Winter '84: 59: 150-166

This concept emphasized placing freshmen students in a series of classes together to promote identity and socialization. The concept of personalized education through student interaction in the classroom, student-to student, and between students and faculty has been shown to reduce attrition.

Ferguson, J.M. "DEVELOPING A FRAMEWORK FOR STUDENT RETENTION: A CHALLENGE TO TRADITIONAL ENROLLMENT APPROACHES", NASPA Journal, Fall '86: 24: 2-9

Retention should focus on meeting the needs of students. An institution must be able to change to meet those needs. If traditional approaches are not working, then an institution should analyze the needs of students and develop non-traditional solutions that address the problems.

Also, an institution should not be "scrambling" for new students if it cannot retain the ones it has. Of particular note should be the fact that it costs an institution six time more to recruit a new student than to retain a continuing student. In a time of limited resources, that fact should motivate every institution to devote a higher percentage of those resources to student retention.

This article identified categories of students:

1. Persisters - students who continue their enrollment from semester to semester

2. Non-Persisters - students who discontinue their enrollment from one semester to the next

   a. Attainers - students who leave higher education prior to graduation, but who have achieved their goal
   b. Stop-Outs - students who temporarily interrupt their enrollment with the intent to return
   c. Transfer - students who leave one institution for another
   d. Drop-Outs - students who discontinue and do not return

It's important to collect data on each group via student intent and educational goals, student performance, and expectations of the institution. An analysis of the data should enable the institution to categorize each group.

The institution should then develop a retention plan for each group with a focus on those strategies that would be most effective in each. The goal should be to move as many students as possible from each non-persister group to the persister group.

The authors identified several techniques for student retention:

1. Service Orientation (a college-wide philosophy to meet student needs)
2. Service Extension/Modification (a change in traditional services based on student needs)
3. Promotions/Special Retention Activities (continuous focus on and contact with enrolled students)
4. Guidance Activities (e.g., re-entry workshops, career exploration)
5. Specialized Distribution (taking services to and collecting data from students off-campus)
6. Price (use of payment plans, and other methods of making college financially accessible)

In addition to the "generic" retention strategies above, the authors specifically mention retention/marketing approaches for the four groups of non-persisters:

1. Attainers (achieved goal without graduating) -- excellent potential to recall via cross-selling (e.g. if they took geology, inform them of additional geology courses coming up)

2. Stop-Out (good potential group) -- help to identify and overcome barriers so they can return to school

3. Transfer (not as promising) -- should not discourage "positive" transfers, but try to attract summer returns; if they're a "negative" transfer student, try to determine why, and identify alternatives and solutions

Hartley, Maurice P. "H.E.L.P FOR STUDENTS: UNIVERSITY'S ACTION APPROACH TO INCREASING STUDENT RETENTION", College and University, Fall '87: 63: 80-94

Identified and interviewed low achievers/high-risk dropouts; found that these students were unclear on career goals. Also found that these students needed tutoring because they had underestimated the difficulty of college classes. Finally, found that these students felt that on-going, consistent advising during college stay would be beneficial.

Webb, E.M. "RETENTION AND EXCELLENCE THROUGH STUDENT INVOLVEMENT: A LEADERSHIP ROLE FOR STUDENT AFFAIRS", NASPA Journal, Spring '87: 24: 6-11

The study noted a decrease in the pool of traditional students (18-24 years old), and a need to emphasize retaining those enrolled. Analyzed factors for successful retention of this student population and revealed the following factors:

Effective academic and career counseling
Participation in campus activities
Friendship of at least one faculty or staff member
Proper institutional fit
Full-time attendance
Visible progress toward goal

Both quality and quantity of student involvement in the program can be measured by these factors. It's interesting to note that in this student population the full-time student is the one most likely to be involved and to succeed.

According to the author, the first term is the most critical term. If the student becomes involved and motivated, (s)he is more likely to stay. Two factors that can contribute to success are the use of advisement groups during the first term and the fostering of student participation in the classroom. In order to make first term success more likely, first year classes should be taught by the finest instructors.

In addition to a classroom focus, out-of-class programs and services should involve a systematic program of guidance /advisement, effective student activities, training of faculty advisors, and studies of why students are attracted to the school and why they leave.

WORKS CONSULTED

Billson, Janet Mancini and Terry, Margaret Brooks "A STUDENT RETENTION MODEL FOR HIGHER EDUCATION", College and University, Summer '87: 62: 290-305

Bishop, John B. "AN INITIAL ASSESSMENT OF A COUNSELING CENTER'S ROLE IN RETENTION", Journal of College Student Personnel, Summer '86: 27: 461-462

Dukes, F. and Goither, G. "A CAMPUS CLUSTER PROGRAM: EFFECTS IN PERSISTENCE AND ACADEMIC PERFORMANCE", College and University, Winter '84: 59: 150-166

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CHAPTER 2 - EARLY ALERT SYSTEM

CHAPTER 2 - EARLY ALERT SYSTEM

EARLY ALERT
INSTRUCTOR LETTER/PHONE CONTACTS

I. Description /Process

The Early Alert system was designed to identify students who were potential drop-outs, and offer them solutions that would allow them to remain enrolled until they accomplish their academic goals.

The process for this segment of Early Alert was to have instructors identify high risk students as early as the fourth/fifth week of the term, and contact these students by letter or phone. The contact showed the concern of faculty for the academic progress of the student, and encouraged the student to meet with his/her instructor (see attached memo to faculty and example of letter).

This project was initiated Fall, 1988, and the following process was undertaken:

* Student rosters with student phone numbers were distributed to faculty at the end of the third week of classes.
* Rosters were returned to the Records Office with those students the instructor wanted contacted highlighted in "red".
* Letters were generated by Office Support Services and mailed from the Records Office.

The Fall 1988 Early Alert timeline was as follows:

1. Roster (2 sets) ran weekend of September 16, 17, 18
2. Distributed rosters with memo September 19
3. Rosters with memos returned September 27
4. Roster program sent to Office Support Services September 28
   List also generated from rosters for follow-up September 28
5. Letters returned to Records Office October 3
6. Letters mailed October 4

II. Results

Letter /Phone Contacts - Statistics

Five hundred and thirty three contacts were made via letter or phone. The following grades were received by these students in the courses in which they were having difficulty (Table 1, page 16):

A	=	32	(6 %)
B	=	31	(6 %)
C	=	47	(9 %)
D	=	36	(7 %)
F	=	185	(35 %)
W	=	160	(30 %)
dropped	=	18	(3 %)
NG	=	9	(2 %)
AU	=	1	(.2%)
I	=	8	(1.5%)
S	=	1	(.2%)
IP	=	5	(.9%)

Phone Contacts - Statistics

Forty of the 533 contacts were made by phone. The following grades were received by this group for Fall, 1988 (Table 2, page 17):

A	=	1	(2.5%)
B	=	4	(10 %)
C	=	2	(5 %)
D	=	1	(2.5%)
F	=	18	(45 %)
W	=	11	(27.5%)
I	=	2	(5 %)
AU	=	1	(2.5%)

Keep in mind when reviewing these statistics that the numbers represent "contacts", not students. Some students were contacted for more than one course and therefore the statistics somewhat skew the number of actual students involved.

Retention - Statistics

Of the 533 contacts, 183 students (unduplicated count) either failed or withdrew from all of their courses during Fall, 1988. Of these students, 26.8% re-enrolled for courses during Spring, 1989 (Table 3, page 18).

III. Comments /Recommendations Spring 1989

For the Spring Semester, the same process was followed for Early Alert letters and phone calls with the following modifications:

* In addition to the standard initial letter, the instructors were given the opportunity to send letters to students enrolled in sessions other than 15-week, first 7 1/2-week, and first 10-week sessions. The timing of the initial letter is not useful for last 7 1/2-week, last 10-week, and some other non-standard sessions. The process for this was to have forms available in each of the Division Offices for the instructor to fill out the student's name, SS#, course prefix number, section, and instructor name. These forms were submitted to the Record's Office and letters were sent. The last day to submit lists was April 7. A memo to this effect was sent to instructors in February.

* A follow-up list of contacted students was sent to instructors for verification of those who actually responded. This will be used to determine the student response rate.

IV. Future Recommendations

The students identified as high risk by instructors may need special college services such as financial assistance, counseling, tutoring, etc. An information sheet to outline these services will be developed and will be included along with the letter from the instructor.

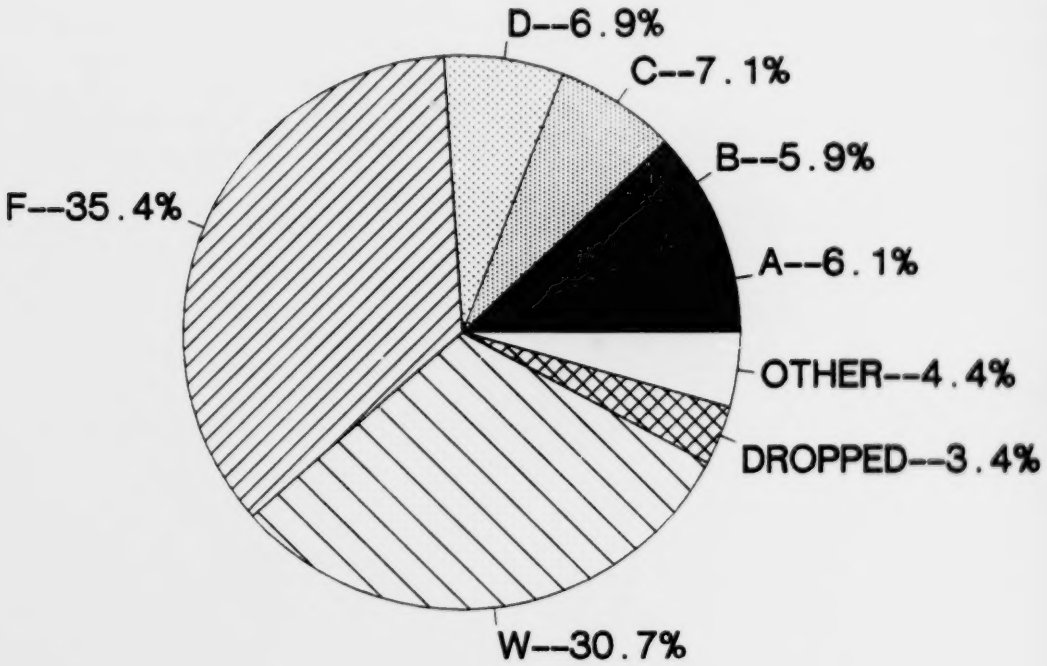
The Committee will approach Phi Theta Kappa with the idea of establishing a special mentor/tutor relationship with these students.

The Committee is also considering a follow-up letter to be sent to high-risk students who failed/withdrew to re-interest them in attending ACC.

TABLE 1

Grades Received by High-Risk Students Contacted by Phone or Letter

Fall 1988



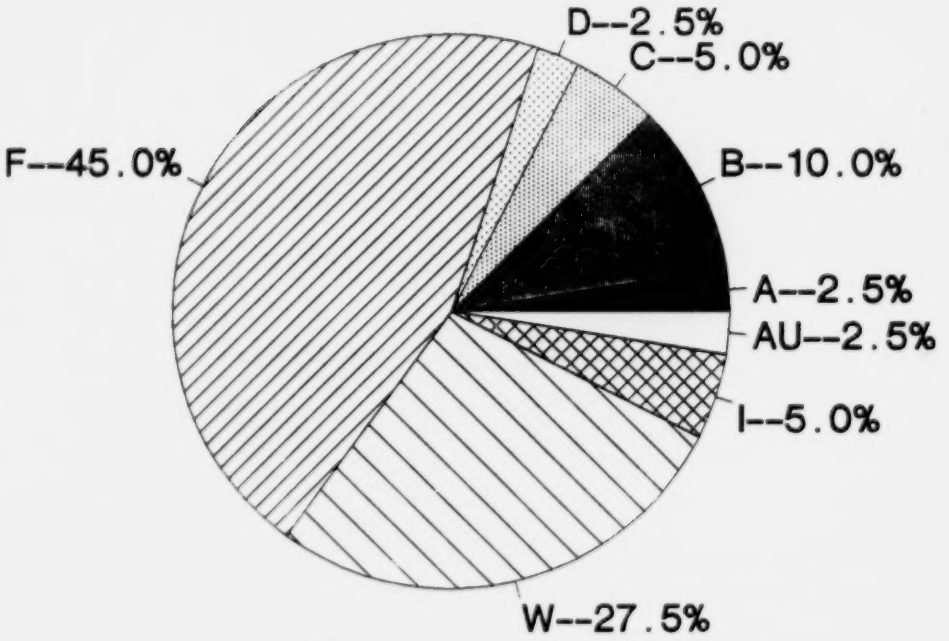
Number of contacts = 533

Other: NG, AU, I, S, IP

TABLE 2

Grades Received by High-Risk Students Contacted by Phone

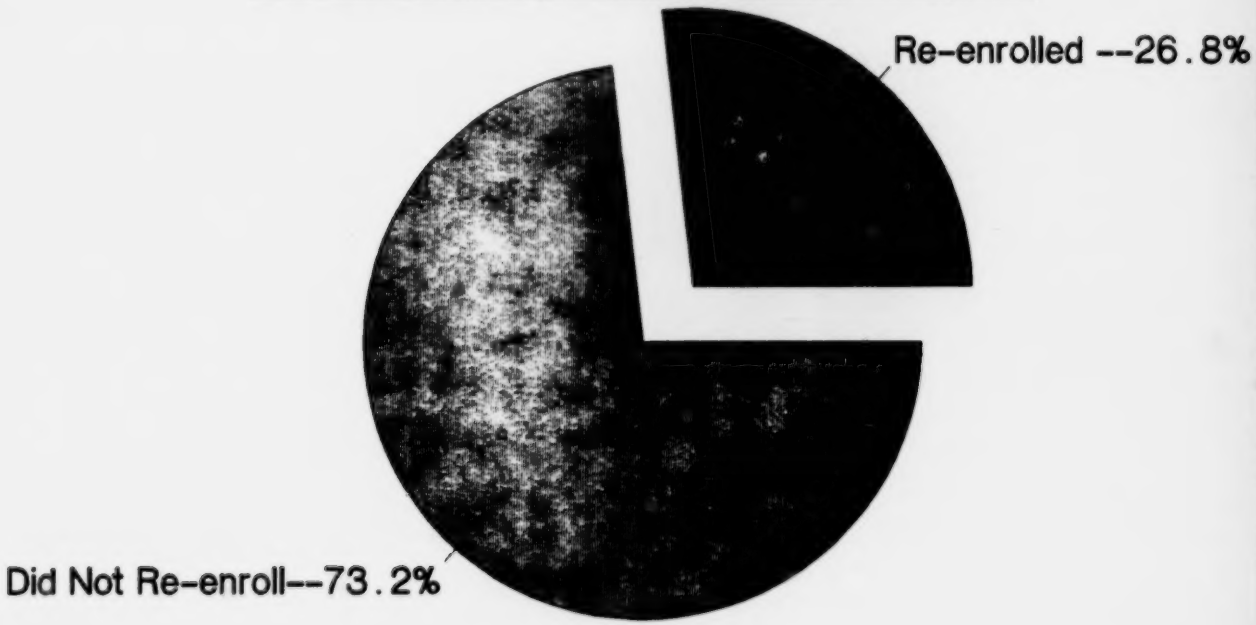
Fall 1988



Number of contacts = 40

TABLE 3

Retention of High-Risk Students Who Withdrew/Failed Fall 1988 Contacted by Phone or Letter



Enroll/Not Enroll Spring 1989

Head Count = 183

MEMO TO FACULTY

TO: Faculty, Lecturers
FROM: Dave Hunt, Chairman
Enrollment Management Committee
DATE: August 26, 1988

As part of the College's program to identify and assist students who would be potential "drop outs" for Fall Semester, we are asking your assistance in this retention effort as follows:

1. You will receive a special class roster the fourth or fifth week of the term. On this roster you will be able to identify students who you feel are not progressing academically in your class, and therefore should be contacted by letter of your concern. This letter will encourage students to contact you for further assistance.

2. If you prefer to phone the students rather than have a letter sent, you may do so. Phone numbers will be listed on the rosters.

3. The rosters will need to be returned to the Records Office where the letter will be generated through Wordgraphics and mailed.

The research is very clear that one of the most significant ingredients of retention is personal contact between student and instructor. This is one way we can emphasize special interest in those students who may not be showing up for classes or other related academic problems. Thanks for your help!

TO: All Faculty and Lecturers
FROM: Enrollment Management Committee/Dave Hunt
DATE:
RE: "Early Alert" Retention

The attached rosters are to be used to indicate students who you feel are not progressing academically in your class and therefore could be contacted by letter or phone. Please do the following:

1. Circle in red on your rosters those students you want contacted.
2. Indicate on the bottom of this memo whether you want a letter sent OR you prefer to phone the students yourself.
3. Return the rosters, with this memo, to either your Division Office or the Records Office by _____. We will not be able to mail letters for rosters returned after this date. Whether you want to phone students or want letters sent, please turn in your rosters. They will be used for statistical follow-up.
4. The duplicate set of rosters is for your records. If you are phoning students, you will need the second set for student phone numbers.

The letter that will be sent will read as follows:

Dear (student name) ,

I am contacting you because of my concern about your academic progress in (course) . Your instructor is interested in talking with you about successful completion of the course, and I would encourage you to contact your instructor directly. In case you do not have the instructor's office phone number or office hours, the department phone number is listed below.

Sincerely,

Don Yeager
Vice President for Instruction
and Student Services

(Instructor Name)
(Department, Department Phone #)

Please indicate your preference and return with rosters

_____ SEND LETTER _____ I WILL PHONE STUDENTS

Instructor Name (please print) _____

SAMPLE OF LETTER SENT TO STUDENTS

PROGRESS/LTR
ADM/REC E

@ (student)

Dear @ (student):

I am contacting you because of my concern about your academic progress in @ (course). Your instructor is interested in talking with you about successful completion of the course, and I would encourage you to contact your instructor directly. In case you do not have the instructor's office phone number or office hours, the department phone number is listed below.

Sincerely,

Don Yeager
Vice President for Instruction
and Student Services

@ (Instructor's name)
@ (department), 797-@ (department phone#)

WG/pm

INFORMATION SHEET DEVELOPED FOR FUTURE INCLUSION WITH LETTER SENT TO STUDENT

SERVICES AVAILABLE AT ARAPAHOE COMMUNITY COLLEGE

The College provides many support services to assist students in meeting their educational goals. We encourage you to contact any of the areas listed below if they can provide information or resources to aid you in any way.

COUNSELING CENTER - Please consider making an appointment with one of our professionally trained counselors. They can assist you in career or educational planning. An additional service is the availability of aptitude, interest, or career inventories that are used to assist you in reviewing various career options. After completing the inventories you can meet with a counselor who can assist you in setting a realistic educational career plan. Call 797-5651 for an appointment.

DISABILITY SERVICES - Student who feel their problems are due to a health or physical disability can call Mary Eig of Disability Services for free instructional support. 797-5610.

FINANCIAL AID - The College offers numerous scholarships, grants, and loans from the State of Colorado, the Federal government, and private sources. All students who are enrolled, or plan to enroll, for a minimum of six semester hours during each semester are strongly encouraged to contact the Office of Financial Aid. 797-5661.

MATH TUTORING - Students having trouble in their math classes (MAT 111 and above) can check the schedule for free math tutoring in room M365.

PTK MENTOR PROGRAM - Students needing additional assistance, such as tutoring or possible help with study habits, should contact Dinah Lewis at 797-5884. Please mention your interest in the PTK Mentor Program.

RESOURCE CENTER - Services include peer counseling, by appointment, for immediate support, problem definition, and referral; support groups for issues such as self-esteem, men's general issues, divorce adjustment, and job search; information on cooperative education procedures; materials on careers and job search techniques; and job placement. For more information, or to make an appointment, please call 797-5808.

SERVICES FOR LEARNING DISABLED - Students who have been diagnosed as having, or suspect they have, a specific learning disability can contact Joan Winfred at 797-5610.

SUPPLEMENTAL SERVICES - Students whose majors fall within the Business, Design and Technology, or the Health areas can call Jan Rogers for free instructional support. 797-5739.

CHAPTER 3 - HIGH RISK STUDENT PROFILE

CHAPTER 3 - HIGH RISK STUDENT PROFILE

I. Description/Process

The Early Alert system of identifying high risk students to be sent letters of concern from faculty also allowed for recognition of personal characteristics that would be helpful in identifying students that may potentially drop from classes.

II. Results

A. The following ten classes had the highest number of responses. It should be noted that these classes were not necessarily the ones with which students were having the most problems. The number of responses is directly related to the level of instructor participation.

PSY 101 - 68	ENG 111 - 13
SOC 101 - 15	MAT 101 - 11
ENG 121 - 15	BUS 108 - 9
MAT 115 - 14	ACC 211 - 9
MAT 114 - 13	MAT 102 - 8

B. Gender (Table 4, page 27)

Female	- 49.7%	171/344
Male	- 50.3%	173/344

C. Ethnicity (Table 4, page 27)

Black	- 2.6%	9/344
Hispanic	- 4.1%	14/344
Indian	- 4.4%	15/344
Oriental	- 9.0%	31/344
White	- 74.4%	256/344

D. Full Time/Part Time Employment (Table 5, page 28)

Full Time	-29.4%	101/344
Part Time	-30.5%	105/344
Unemployed	-30.8%	106/344

E. Age (Table 5, page 28)

Age 24 and below	- 73%	255/344
Age 25 and above	- 26%	89/344

F. Admissions Status

New	- 63.4%	218/344
Re-Admit	- 19.2%	66/344
Transfer (credit not transferred)	- 1.2%	4/344
Transfer (credit transferred)	- 4.1%	14/344
Transfer	- 12.2%	42/344

G. Full Time/ Part Time Enrollment (Table 6, page 29)

12 to 18 Hours	- 58.4%	201/344
1 to 11 Hours	- 39.0%	134/344

H. Registration Type (Table 6, page 29)

Continuing	- 45.1%	155/344
New	- 33.4%	115/344
Re-Admit	- 11.3%	39/344
Transfer (credit not transferred)	- 1.2%	4/344
Transfer (credit transferred)	- 4.1%	14/344
Transfer	- 12.2%	42/344

I. High School Graduation Year

1948 to 1984	- 30%	103/344
1985 - 1988	- 57%	196/344

J. Educational Goal (Table 7, page 30)

Degree or Certificate	- 39%	137/344
Personal Interest	- 16%	54/344
Job	- 2%	7/344
Transfer to Another College	- 26%	88/344
Unknown	- 17%	58/344

K. Majors (Table 7, page 30)

Unknown	- 55.0%	188/344
Business	- 8.1%	28/344
Undeclared Humanities	- 5.8%	20/344
Nursing	- 4.6%	16/344
Accounting	- 3.0%	10/344
Business Administration	- 2.3%	8/344
Electronics	- 2.3%	8/344
Commercial Art	- 1.7%	6/344
Medical Lab Technology	- 1.7%	6/344

III. Comments/Recommendations

The profile in the previous section depicted the following characteristics of high risk students:

A. Item #C - Minority students were overrepresented when compared to the regular college population. Oriental students, compared to other minority students, were overrepresented in the high risk group.

B. Item #E - The traditional aged students (24 and under) were high risk at a higher proportion than the regular college population. In fact, the student population aged 24 and under was 32.8% of the total population; whereas, the high risk students in this category equaled 74.1%. **(Table 5, page 28)**

C. Item #G - The full-time/part-time enrollment category demonstrated that even though only 22.5% of the college population enrolled full time (12 - 18 credit hours), 58.4% of the high risk students were full-time students. **(Table 5, page 28)**

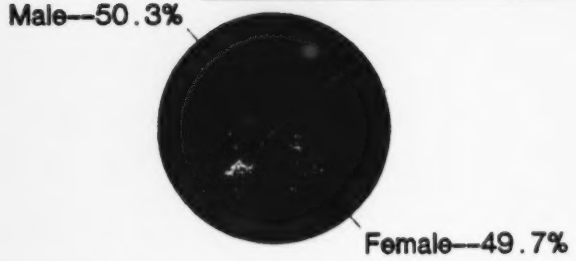
D. Item #F and #I - Both items supported items #E and #G which indicated that the "traditional"-aged student who was enrolled full time was at high risk.

Based on these observations, faculty and advisors need to be aware of these groups, and strategies need to be developed to identify and assist these students.

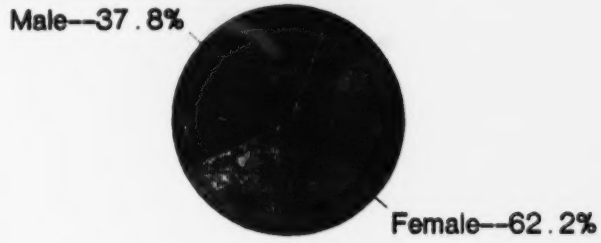
It is recommended that future studies determine how many of the high risk students are high school graduates.

TABLE 4

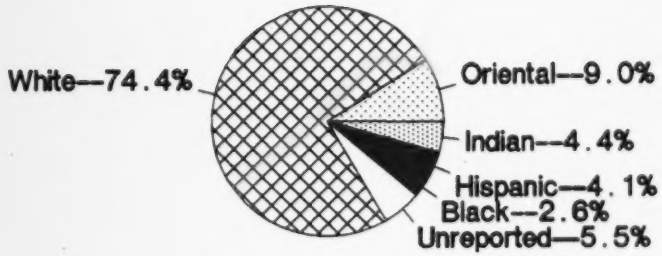
Profiles of High-Risk Students and Total Student Population Fall 1988



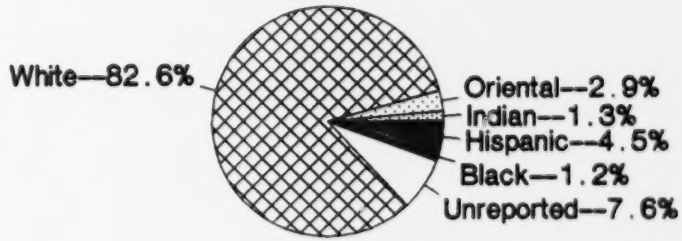
High-Risk



Total Student Pop.



High-Risk

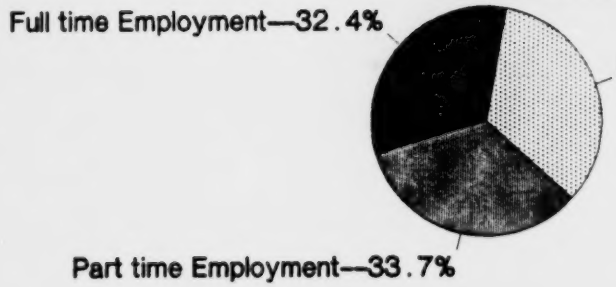


Total Student Pop.

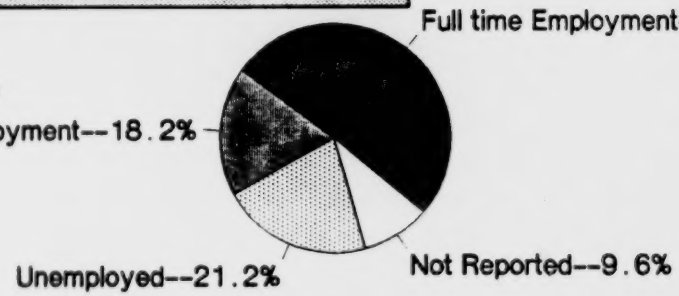
High Risk = 344
Total Pop. = 7050

TABLE 5

Profiles of High-Risk Students and Total Student Population Fall 1988

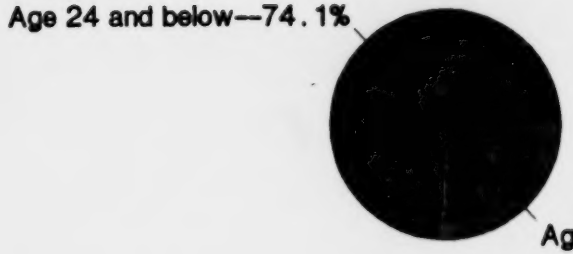


High-Risk

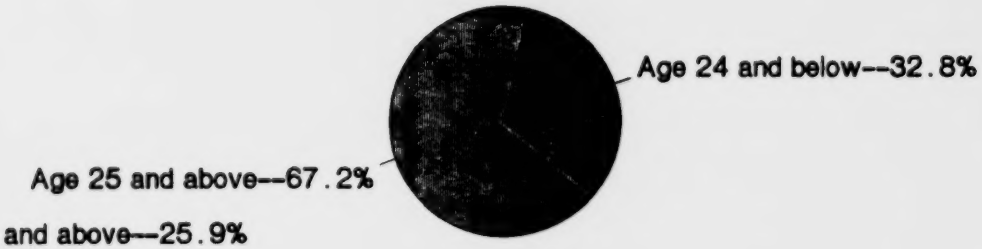


Total Student Pop.

28



High-Risk



Total Student Pop.

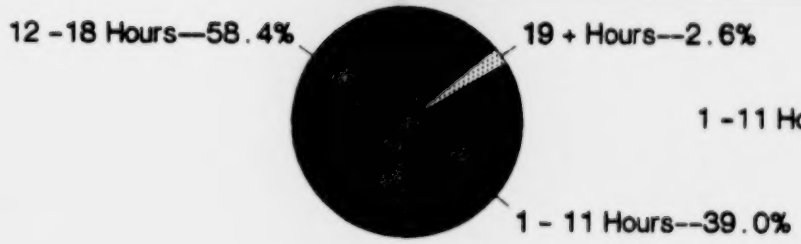
32

33

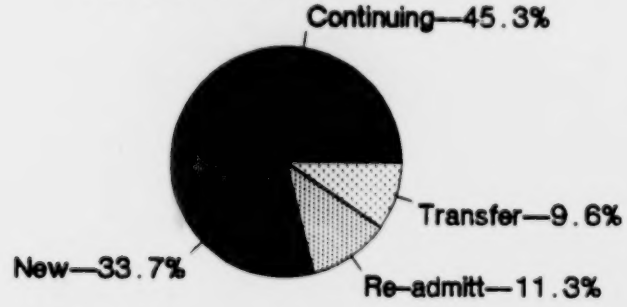
High Risk = 344
Total Pop. = 7050

TABLE 6

Profiles of High-Risk Students and Total Student Population Fall 1988



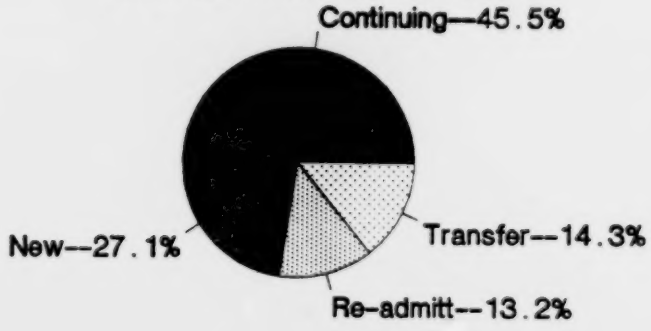
High-Risk
Full/Part Time Enrollment



High-Risk
Registration Type

High Risk = 344
Total Pop. = 7050

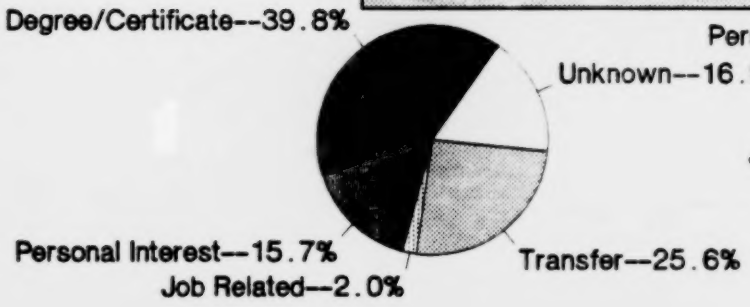
Total Student Pop.
Full/Part Time Enrollment



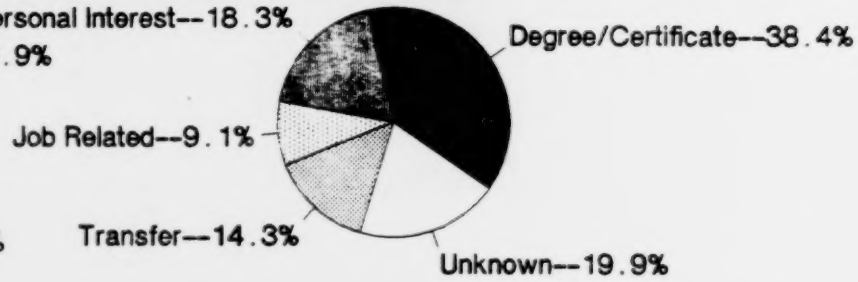
Total Student Pop.
Registration Type

TABLE 7

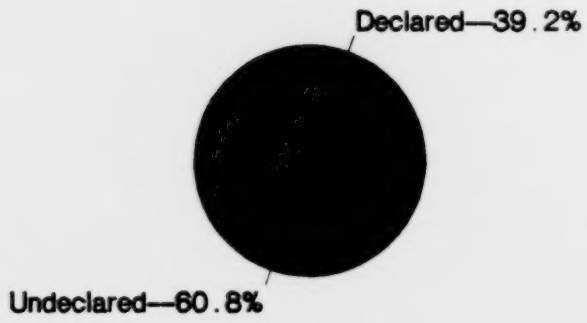
Profiles of High-Risk Students and Total Student Population Fall 1988



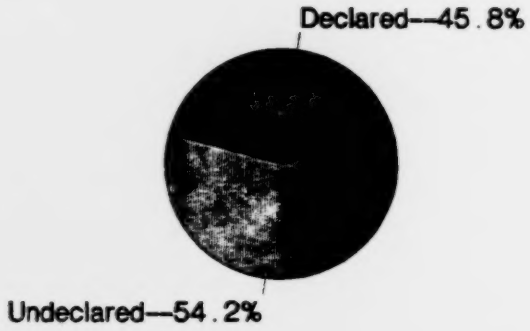
High-Risk



Total Student Pop.



High-Risk



Total Student Pop.

High Risk = 344
Total Pop. = 7050

CHAPTER 4 - NO-SHOW FOLLOW-UP

CHAPTER 4 - NO-SHOW FOLLOW-UP

I. Description/Process

Following up on no/shows was done to discover the reasons students applied for admission but did not show up for classes. Through this study we hoped to gain insight into potential problem areas, and therefore work to correct them.

The process began approximately five weeks after the beginning of the Fall Semester, 1988. A letter and card were sent to all applicants for that semester who failed to enroll in classes, or enrolled but dropped prior to the end of the add/drop period. The enclosed card allowed each applicant to indicate his/her reason(s) for not attending, and to return the postage-paid card to ACC (see attached examples of letter and card).

An added component for Fall, 1988 was to follow up and send each of the no-show applicants registration materials for the Spring Semester, 1989.

II. Results

There were 1372 no-shows for Fall Semester, 1988 **(Table 8, page 34)**. Each student was sent the letter with the response card enclosed. Three hundred and twenty cards were returned (23%).

Responses to the six questions on the card were as follows. (NOTE: more than one response was allowed.): **(Table 9, page 35)**

1.	Course(s) were not offered:	12
2.	Course(s) were closed or cancelled:	35
3.	Job hours conflict:	81
4.	Financial:	103
5.	Enrolled at another institution:	49
6.	Other:	112

Of the responses indicating closed or cancelled classes, six students specifically stated they were interested in off-campus courses. No one course or Division showed an inordinate number of responses.

Students enrolled at other institutions had a broad variety of alternate choices. The greatest number of students were enrolled at Metropolitan State College (9), followed by Community College of Aurora (7), University of Colorado, Denver (5), and Red Rocks Community College (4). Other institutions had only one or two responses.

II. Results (continued)

Persons indicating "other" reasons had a wide variety of comments. Ten were overcommitted, nine were moving, eight had residency problems. Other comments with more than one response were; new job (7), child care problems (5), family emergency (5), new baby (4), transportation problems (4), vacation (3), and received misinformation from ACC (3).

All 1372 students were sent registration materials for Spring, 1989. Sixty four Fall no-shows enrolled for the Spring Semester (5%). The average number of credits taken by these 64 students was 6.6, and total FTE generated was 28. No comparison data was available for prior semesters in which registration materials were not automatically sent to no-shows.

III. Comments/Recommendations
Spring, 1989

The same process was followed for Spring Semester, 1989. A flyer which outlines special college services such as financial assistance, counseling, Resource Center offerings, etc., was developed and sent with the letter and card.

IV. Future Recommendations

Because the largest single reason for not attending was financial, the Committee is exploring ways of working towards options and solutions in this area.

Even though just 64 of the 1372 no-show students enrolled for Spring Semester, over 300 card were returned. The public relations from contacting these students seems to warrant the continuation of this project for Fall and Spring Semesters. However, because the cards are expensive to print and send, and do not supply information which can be immediately acted upon, the Committee recommends discontinuing their use.

NO-SHOW CARD:

Why did you decide not to attend ACC this term? (Check all that apply)

_____ Course(s) were not offered. If so, what course(s)? _____

_____ Course(s) were closed or cancelled. If so, what course(s)? _____

_____ Job hours conflict

_____ Financial

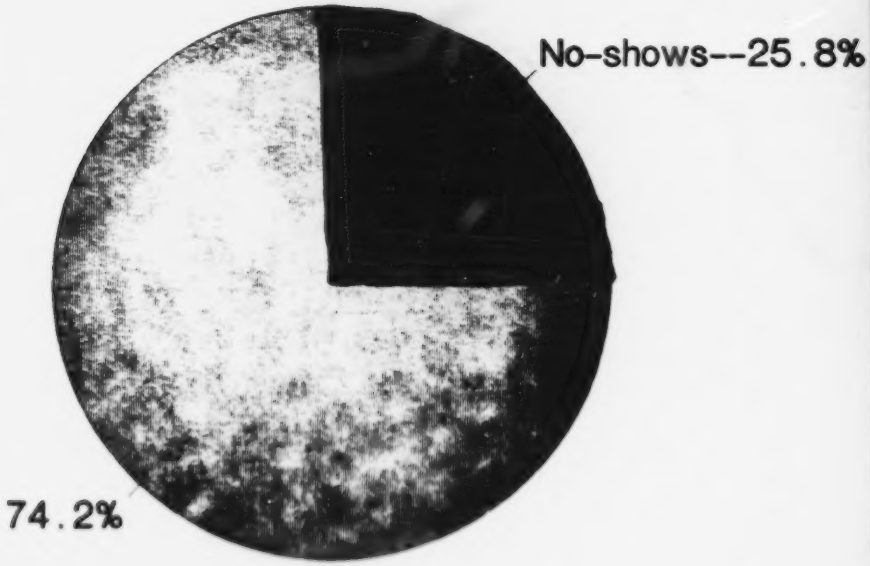
_____ Enrolled at another institution _____
(institutional name)

_____ Other (please indicate) _____

YOUR FILE WILL BE KEPT ACTIVE AND YOU WILL RECEIVE
A REGISTRATION FORM FOR SPRING SEMESTER

TABLE 8

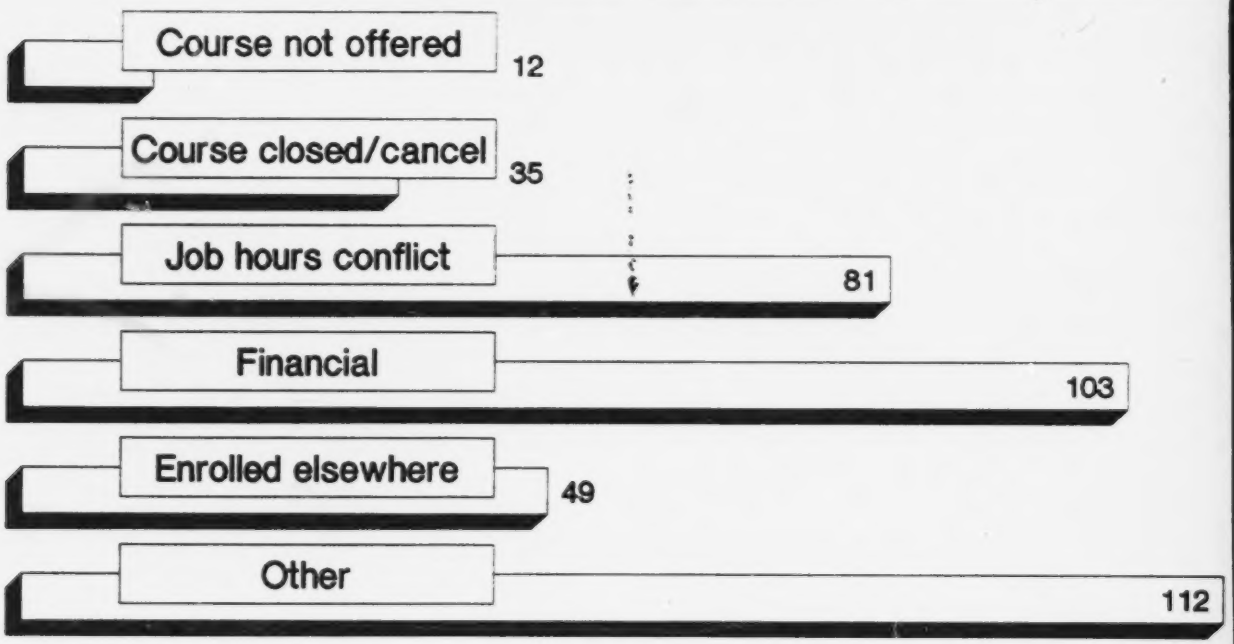
Enrollment of New Applications
Fall Semester 1988



N = 5317

TABLE 9

New Applicants
Reasons for Non-enrollment
Fall 1988



N = 320

NO-SHOW LETTER:

October 14, 1988

Dear Student,

In checking our records, we noticed that you were not registered with us for Fall Semester. We are interested in each student that expresses a desire to attend Arapahoe Community College, and are particularly concerned about those students who are not able to attend. Possibly your reason(s) for not enrolling are ones we can correct, allowing you to enroll at another time.

Would you take a moment to complete the enclosed postage-free postcard and return it to us. By doing so you will assist us in making ACC a better institution. We will send you a Spring Class Schedule and registration form for Spring Semester.

Thank-you for your interest in Arapahoe Community College.

Sincerely,

Colleen E. Heldt
Assistant Director
Enrollment Management

CHAPTER 5 - WITHDRAWAL REASONS

CHAPTER 5 - WITHDRAWAL REASONS

I. Description/Process

Each term when students withdraw from courses they are asked to indicate the reason for withdrawal on the Withdrawal Form. The reasons are input into the data base system and a report is generated that depicts reasons subdivided by course and student. This report is distributed to the instructional divisions each term. This data does **NOT** include students who withdraw from a course prior to its start date. Those students are processed as drops.

II. Results

The total number of Fall, 1988 withdrawals (per class, not per student) equaled 1636. The reasons given were as follows: **(Table 10, page 40)**

Conflict with Job Hours	152
Attendance Problems	141
Family Illness	138
Grade Problems	117
Heavy Class Load	103
Other Family Reasons	93
Dissatisfied with Instruction	67
Other	35
Dissatisfied with Course Content	17
Found a Job	12
Transportation	7
No Reason Given	754

III. Comments/Recommendations

Almost half the students withdrawing did not state a reason. Another 27% withdrew for conflicting job hours; family illness or other family reasons; found a job or transportation problems. In short, nearly three-fourths of the students withdrew for unknown reasons or for reasons generally beyond the scope of intervention by the College.

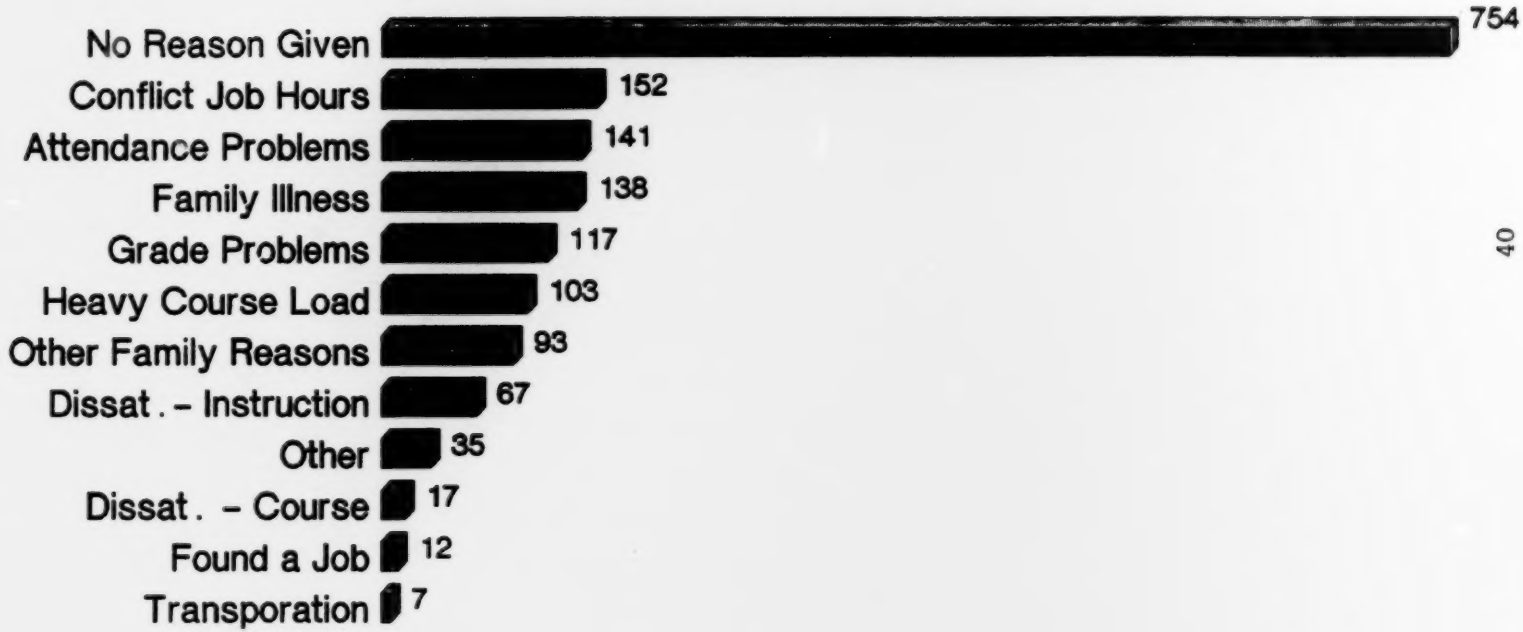
The Committee understands that for students processing complete withdrawals an exit interview/discussion with a counselor is required. It is recommended that written feedback from these interviews be given to the Divisions.

III. **Comments/Recommendations (continued)**

In addition, the Committee needs to take a look at how withdrawal information is used by the Institution and possibly develop strategies for more effective/productive use of this information, (e.g. better and/or additional report formats; more demographic data included with withdrawal reports; more timely notification to Divisions; etc.)

TABLE 10

Withdrawal Reasons
Fall Semester
1988



47

48

Total Number of Withdrawals = 1636

CHAPTER 6 - ELECTRONICS SURVEY

CHAPTER 6 - ELECTRONICS SURVEY

I. Description/Process

During Fall Semester, 1988 and Spring Semester, 1989, students in ELT 110 were surveyed to assess factors which contributed to attrition or failure. The survey was administered near the end of the course during a regular class meeting (see attached). When the course was finished, grades and ASSET scores were matched to those students who supplied their social security numbers on the survey. The following table indicated the number of students who were surveyed.

Fall 1988	Total in Class	Number Surveyed
Day Class	15	9 (60%)
Evening Class	24	17 (71%)
Spring 1989		
Day Class	11	5 (45%)
Evening Class	18	12 (67%)

II. Results

	All Sections	Students Who Passed ELT 110	Students Who Failed or Withdrew From ELT 110
Main purpose for enrolling in ELT 110?			
Required for AAS	32 (59%)	24	5
Upgrade Job Skills	15 (28%)	12	1
Personal Interest	5 (9%)	4	
Other	2 (4%)	2	
Presently employed in the electronics industry?			
Yes	15 (35%)	11	2
No - Employed in another field	18 (42%)	14	2
No - Unemployed	10 (23%)	8	1
Average hours worked per week?			
	41.3 (n=27)	41 (n=23)	43 (n=4)

II. Results (continued)

	All Sections	Students Who Passed ELT 110	Students Who Failed or Withdrew From ELT 110
Enrolled in:			
3 classes or more	13 (33%)	10	1
2 classes or less	26 (67%)	21	3
Enrolled in Intro to Algebra?			
Previously enrolled	30 (71%)	23	3
Currently enrolled	6 (14%)	4	2
Never enrolled	6 (14%)	6	0
Did students who were having trouble with the class ask the instructor for help?			
Yes - the Instructor was helpful	13	11	2
Yes - the Instructor was not available	1	1	0
No - didn't have time	5	4	1
No - got help from another student	13	10	2
No - I still need help	4	2	1

Grades:

A = 23	D = 4
B = 8	F = 6
C = 4	W = 1

Average ASSET Scores:			
Language Usage	(max. score = 64)	44.1 (69%)	40.8 (64%)
Reading	(max. score = 40)	26.3 (66%)	22.1 (55%)
Numerical Skills	(max. score = 32)	22.1 (69%)	18.1 (57%)

Score Differences Between Passing and Failing Students:	
Language Usage	3.3 (5%)
Reading	4.2 (11%)
Numerical Skills	4.0 (12%)

II. Results (continued)

Additional students from previous semesters were added to the test data to increase the total to 51 students who had taken ELT 110 and who had taken the ASSET test. Students from this group were enrolled sometime between Spring 1986 and Fall 1988.

Students who received an A, B or C in ELT 110 Average ASSET Scores		Students who received a D, F or W in ELT 110 Average ASSET Scores	
Language Usage	43.4 (68%)	Language Usage	40.6 (63%)
Reading	28.5 (71%)	Reading	25.2 (63%)
Numerical Skills	23.0 (72%)	Numerical Skills	18.6 (58%)

Score Differences Between Passing and Failing Students:

Language Usage	2.8 (5%)
Reading	3.3 (8%)
Numerical Skills	4.4 (14%)

The majority of students (59%) who were enrolled in ELT 110 were taking the course as part of a degree requirement. Among those who indicated that they were taking the course for a degree requirement, 38% were already employed in the electronics field, 38% were employed in another field and 25% were unemployed. The second most popular reason for taking the class (28%) was to upgrade job skills. Among these students, 40% were already employed in the electronics field, 33% were employed in other fields and 27% were unemployed.

Two-thirds of the students surveyed were enrolled in two courses or less. A majority (85%) had either completed the prerequisite math class for ELT 110 or were concurrently enrolled. Most students were able to get help with course work either from the instructor or from another student.

On the average, students who participated in the survey and passed ELT 110 scored higher on all three ASSET tests; Language Skills, Reading, and Numerical Skills. The largest differences were seen in Reading and Numerical Skills. Students who passed scored 5% higher on Language Usage, 11% higher on Reading, and 12% higher on Numerical Skills.

When additional students from previous semesters were added to the test data (Spring 1986 to Fall 1988) the score differences between passing and failing students changed. Students in this group who passed ELT 110 scored 5% higher on Language Usage, 8% higher on Reading, and 14% higher on Numerical Skills.

II. Results (continued)

When considering both groups, the Numerical Skills test showed the largest difference between passing and failing students; Reading showed the second largest difference.

III. Comments/Recommendations

The survey results provided some general information about successful vs. unsuccessful students in ELT 110. However, there is a need for more detailed information about those who did not succeed in the course. The following "student profile", completed by the instructor for each student with a D, F or W and handed in with the grade roster would satisfy this need.

Course_____ Semester/Year_____

Student Name_____ Grade_____

Why did the student receive this grade?

_____ The student did not attend class.
_____ The student did not understand the subject matter.
_____ Other (Please Specify) _____
_____

What action was taken to help the student to succeed?

_____ The student was contacted to determine the reason for not attending class.
_____ During a student-teacher conference a course of action was outlined for the student.
_____ A tutor was suggested.
_____ The student received special attention during lecture/lab.
_____ Other (Please Specify) _____
_____

STUDENT SURVEY - ELT 110

Student Number _____ Any information you give on this survey will remain confidential.

1. What is your main purpose for enrolling in ELT 110?

   a. It is a required class in my associate degree program.
   b. To upgrade my job skills.
   c. For personal interest.
   d. Other - please specify _____.

2. Are you presently employed in the electronics field?

   a. Yes
   b. No - my present occupation is _____.
   c. No - I am not working at this time.

3. If you are employed, how many hours per week do you work? _____.

4. Please list the courses you are taking this semester.

   _____
   _____
   _____
   _____

5. Have you taken MAT 111 (Introduction to Algebra) at ACC or a similar class at another school?

   a. Yes - please indicate the year you took the class. _____.
   b. I am currently enrolled in MAT 111.
   c. No

6. What problems have you had in understanding the class work in ELT 110?

7. If you have had trouble, have you tried to get additional help from the instructor outside of class? Circle all that are true.

   a. Yes - the instructor was helpful
   b. Yes - but the instructor was not available
   c. No - I don't have time
   f. No - I got help from another student
   e. No - I still need help

8. What can ACC do to improve this class?

CHAPTER 7 - PILOT RETENTION SURVEY

CHAPTER 7 - PILOT RETENTION SURVEY

I. Description/Process

A pilot survey was designed to determine why students who attended in Fall 1987 did not return in Spring 1988. A major purpose of the pilot survey was to gather information on the type of answers that students would give. The questions on the pilot survey were open-ended, thus allowing for unlimited responses. A mailable survey card, with a multiple choice format was designed based on the categories of answers student gave from the open-ended questionnaire.

A survey instrument was designed by the Enrollment Management Committee and included questions on the following:

Reasons for non-return
Satisfaction with educational and administrative services
Positive aspects of the College
Desire to receive a registration pass for next semester

There were 2614 new students identified who attended Fall, 1987 but who did not return in Spring, 1988. It was decided to focus the survey on students who were most likely to return for a second semester. These students were identified by their educational goal - degree/certificate seekers, students taking classes for transfer credit, and students taking classes for job skills. Based on educational goal, a random sample of 330 student was selected from the total group of 2614 non-returning students. The pilot survey was conducted by telephone.

II. Results

Reasons for Non-Return

The survey responses were summarized into six categories. The number of responses for each category is indicated.

1. Work demand/Job responsibilities - 32

2. Family demands/Illness - 12

3. Financial problems - 7

4. Student needs served in a positive manner; they didn't return because they transferred or just took the class for personal interest - 29

5. Student needs not served; poor advising, class scheduling, instruction, etc. - 3

6. Lack of time/Motivation - 8

II. **Results (continued)**

Positive Aspects of Arapahoe Community College

The survey responses were summarized into categories. The number of responses in each category is indicated.

1. Good instruction - 23
2. Good location - 33
3. Class scheduling/ variety - 11
4. Clean campus/positive atmosphere - 13
5. Registration process - 3

Satisfaction Questions

	Satisfied	Not Satisfied
Course Content	78	6
Instruction	78	6
Registration Process	79	2
Advising	35	4
Business Office	45	0
College Employees	39	0

III. **Comments/Recommendations**

The pilot survey was successful in identifying typical response categories so that a short mailable survey could be designed. However, two problems were encountered during the survey. First, a large number of phone numbers were incorrect. This resulted in a low response rate (92/330). Second, there were problems finding people to do the telephoning.

Recommendations for the future include administering this survey using mailable cards (similar to the no-show survey). Further recommendations include shortening the length of the satisfaction section to include only three questions and possibly dropping the question on positive aspects of ACC.

CHAPTER 8 - RETENTION STATISTICS
1987-88; 1988-89

CHAPTER 8 - RETENTION STATISTICS
1987-88; 1988-89

I. Description/Process

The Committee felt it was necessary to compile hard data to determine retention rates for the most recent two years. Tables 11 and 12 (pages 52, 53) list comparative statistics which denote retention from Fall to Spring Semesters 1987-88 and 1988-89.

II. Comments/Recommendations

From these baseline figures, continued statistics for subsequent years will be gathered. Further study will also be initiated to determine student reasons for returning or not returning. These reasons will be collected within specific categories (e.g., educational goal, employment, etc.) as noted on pages 52 and 53.

TABLE 11

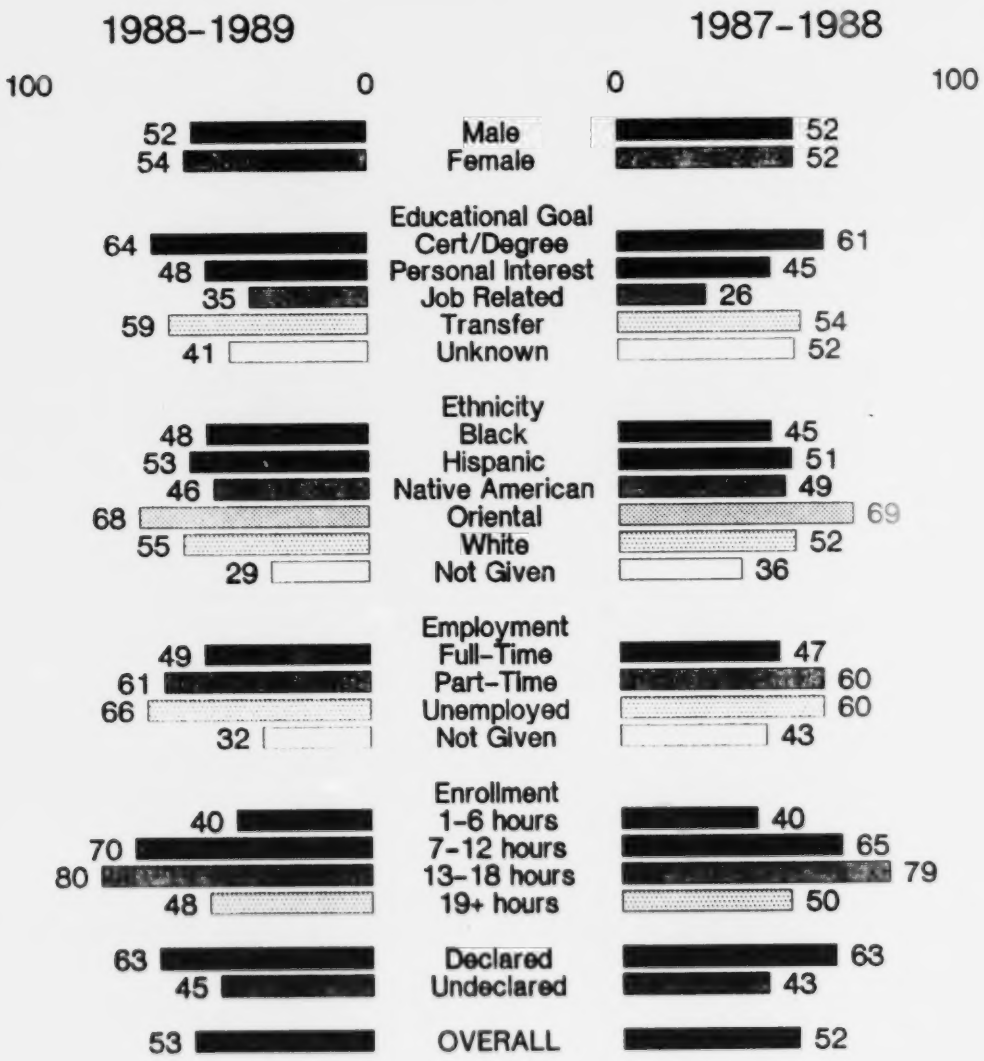
STUDENT RETENTION - FALL TO SPRING SEMESTERS

		% Retained Fall 1987 to Spring 1988	% Retained Fall 1988 to Spring 1989	% Increase or Decrease from prior year
1.	**Gender**			
	Males	52%	52%	0%
	Females	52%	54%	2%
2.	**Educational Goal**			
	Certificate or Degree	61%	64%	3%
	Personal Interest	45%	48%	3%
	Job Skills	26%	35%	9%
	Transfer	54%	59%	5%
	Unknown	52%	41%	-11%
3.	**Ethnicity**			
	Black	45%	48%	3%
	Hispanic	51%	53%	2%
	Native American	49%	46%	- 3%
	Oriental	69%	68%	- 1%
	White	52%	55%	3%
	Not Given	36%	29%	- 7%
4.	**Full-time/Part-time Employment**			
	Full-time	47%	49%	2%
	Part-time	60%	61%	1%
	Unemployed	60%	66%	6%
	Not Given	43%	32%	-11%
5.	**Enrollment Status**			
	1 - 6 hours	40%	40%	0%
	7 - 12 hours	65%	70%	5%
	13 - 18 hours	79%	80%	1%
	19+ hours	50%	48%	2%
6.	**Majors**			
	Declared	57%	63%	6%
	Undeclared	44%	43%	- 1%
7.	Total enrollment	52%	53%	1%

Student Retention

Fall 1988/Spring 1989 - Fall 1987/Spring 1988

By Percentage



Fall 88 N= 7054 Spring 89 N= 3755
Fall 87 N= 6821 Spring 88 N= 3552

CHAPTER 9 - DIRECTIONS 1989-90

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The following represents the "best thinking" of the Enrollment Management Committee to improve student retention during 1989-90:

* Commitment to an Educational Goal is a major factor in student persistence. We need to make a strong effort to assist students in declaring a major by doing the following:

  Mail a letter to "undeclared" students encouraging them to meet with an advisor/counselor

  Include the "Educational Goals" information in the class schedules so students will be able to accurately identify majors and indicate them on the application form.

  Support the development of the Degree Audit System which assists in matching courses completed with Degrees/Certificates. This will allow students to "degree shop" and declare a major.

* Track student retention rates as per Educational Goal. When a student reaches his/her goal and does not return the next term, the statistics will not then include the student as a non-returnee.

* Conduct a follow-up for students who do continue from Fall to Spring to determine the positive aspects at ACC that cause students to return.

* Determine "drop" reasons (during add/drop period) as well as "withdrawal" reasons. Both sets of data will be submitted to those areas where the information can be used to create better retention.

* Establish classroom strategies based on information gathered during 1988-89 to better serve high risk students. These strategies will be conveyed to instructional staff via Division Meetings, written reports, and (possibly) the use of a retention video.

* Expand mentoring/tutoring by Phi Theta Kappa students. This is a service project where Phi Theta Kappa will help students in need of academic mentoring/tutoring.

* Evaluate effectiveness of the various ACC student retention strategies over a period of time. More data may reveal other options.

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